



## Mamie Agnes Jones Elementary School

700 ORANGE AVE, Baldwin, FL 32234

<http://www.duvalschools.org/majones>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
68%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
24%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	B

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>25</b>
Goals Summary	25
Goals Detail	25
Action Plan for Improvement	31
<b>Appendix 1: Implementation Timeline</b>	<b>42</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>44</b>
Professional Development Opportunities	45
Technical Assistance Items	48
<b>Appendix 3: Budget to Support Goals</b>	<b>49</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Mission:  
Educational Excellence for Every Student Everyday in Every Classroom.

##### Provide the school's vision statement

Vision:  
Every student is inspired and prepared for success in life.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Mamie Agnes Jones Elementary faculty and staff learn about students' cultures and works to build positive relationships with students on a daily basis. Each year, MAJ faculty and staff partner with several area churches to host the Annual Backpack Giveaway. This is a fun-filled way to celebrate going back to school that brings the entire community together. In August, Orientation allows families to the opportunity to tour our school as well as meet/greet teachers and staff in a non-threatening way. By taking the time to develop personal relationships with families, we gain valuable insight into our children. MAJ faculty use interest inventory surveys to develop a common language with students about items they find fascinating. MAJ teachers conference with students to set goals based on student learning desires in the first quarter and then based on data in the second through fourth quarter. Goal setting conferences held with both the student and the parent help develop the "family" atmosphere we strive for at MAJ. Every student at MAJ has a daily communication folder that goes from school to home and back to relay communication to parents about school day and upcoming events. We also use School Messenger and our website to keep our community informed. With the addition of the MAJ Leadership Academy, teachers are looking for the strengths in our students to find a leadership job that helps students feel valued and fosters a deeper commitment to the school, their classroom, their classmates, and their teacher. Teacher are assigned to students who scored a one on the FCAT2.0, creating in-school mentors building bonds that transcend grade levels.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Administrators hosted an MAJ Code of Conduct Presentation to ensure that all common area rituals and routines were established beginning the first day of school. MAJ Faculty and Staff's are posted to strategic positions around the campus to monitor children. In order to create that welcoming feeling of our entire campus, Mrs. Jones greets students stepping off their buses and Mrs. Jordan and student greeters are in the main hallway to greet parents and students as they head to class. MAJ Safety Patrol provide gentle ritual and routine reminders to students as they walk into the building. Mamie Agnes Jones Elementary teachers lock their classroom doors as students enter to have breakfast in the classroom. At 8:45, all exterior doors are locked and all visitors are funneled through the office and must show identification. Students are expected to use a buddy system if teacher is sending students to the office so no one is alone. We have monthly fire drills and quarterly safety drills to ensure all stakeholder evacuations. Classroom teachers each have a safety backpack they grab in emergency scenarios they use to contact parents quickly in the event of an emergency. Afternoon dismissal is highly structured to maintain order and safety. Car riders and walkers are dismissed at



2:50 to head to the cafeteria. Students are seated by grade and gender. Students listen for their name to be called over the PA system. Once their name is called, they are directed to a Zone (1-4) to wait with an MAJ faculty member for their parent's vehicle. Students who ride a bus watch the afternoon dismal program on WMAJ. When they see their bus, they exit the classroom and lineup in the breezeway. Mrs. Jones and MAJ staff members organize students by bus and grade to accurately count students. We have an active Foundations team who reviews student survey data and participates in quarterly meetings using the continuous improvement cycle to ensure that all common areas are superior.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The following school wide plan has been implemented and taught to students to develop habits of the mind and self. Expectations for our students at Mamie Agnes Jones are published in the DUVAL COUNTY CODE OF CONDUCT, a rituals and routines presentation was given to each student in a back to school assembly, and daily CHAMPs expectations in classrooms.

We believe that parents, students, and teachers working together to practice life skills, can maintain a positive, respectful learning climate at Mamie Agnes Jones Elementary. We work with students to help them to replace inappropriate behaviors with positive ones. We believe we can encourage responsible behaviors and prevent misbehavior in order to be highly engaged in instructional activities at all times.

- All individuals in the school will treat all others with respect, concern, caring/empathy, and fairness.
- All individuals in the school will display good citizenship and acknowledge responsibility for their behavior.
- Students are expected to attend all classes, arrive on time, and actively engage in tasks.
- Teachers will present a meaningful curriculum in a captivating manner.
- Faculty and staff have the right and duty to model and teach the principles of respect for others and responsibility for one's actions.
- The faculty and staff will establish and use behavioral consequences in an educational manner, helping students to appreciate the purpose of rules, the importance of making amends, and the taking of responsibility for improving their behavior.
- Students have the right to be treated with respect, to expect fair and consistent treatment from faculty, and to be able to voice and have their opinions tested in a respectable forum.
- Students have the responsibility to be aware of and abide by school rules, regulations, and procedures.

Mamie Agnes Jones Elementary,  
School Motto . . .

1. I will have respect for myself and others.

\* enables students to learn to trust, be honest, and care for themselves and others.

2. I will be responsible for my words, my deeds, and my schoolwork.

\* enables students to be actively involved in their own learning both mentally and physically.

3. I will strive to be a good citizen.

\* enables students to think effectively and concentrate fully on their work.

4. I will consider my safety as well as the safety of others.

\* enables students to feel secure and safe within the school environment.

5. I will maintain a positive attitude. \* enables students to the equal opportunity to participate in class activities

MAJ's School Rules Against Bullying

1. We will not bully other students.

2. We will help students who are bullied.

3. We will include students who are left out.

**DRESS CODE - THE CLASSROOM ATMOSPHERE MAY NOT BE DISRUPTED:**

Students must maintain proper attire that complies with The Student Code of Conduct. A note to parent/guardians in the folders, a telephone call, or a note in student folders will be sent when students are not dressed in compliance with the code.

**TARDY POLICY**

Office Staff/Teachers will record tardiness in the attendance register. When a student has been tardy three times in a nine-week period or has three early check-outs, he/she will not be eligible for the perfect attendance award. If a student is absent five consecutive times in a nine-week period, he/she will be referred to the school office and/or county truancy office. Students are considered tardy if they do not report to class on time from school breakfast without an excuse from the supervisor on duty.

**CLASSROOM MANAGEMENT PLAN**

Appropriate behavior is expected of all students at Mamie Agnes Jones Elementary. The DCPS Elementary Code of Student Conduct will be used as a guide to make all disciplinary actions. As a school we have implemented a standardized classroom management plan in Pre-Kindergarten through Grade 5. This plan will provide a visual reminder to students of the rewards and consequences for appropriate and inappropriate behaviors. The plan is as follows:

Every K-2 classroom will have a conduct chart with color-coded cards or pictures. Students will be required to flip a card or move a clip when he/she behaves inappropriately and will receive the corresponding classroom consequence. Each student will have a "daily" folder that will have a calendar inside. At the end of the day, teachers will sign the student's calendar according to their behavior for the day. The parent will sign the calendar each night (primary)/weekly (intermediate) and the teacher will check it. Students may be required to have their daily conduct grade changed at dismissal if behavior warrants such by any adult. This folder is an important communications tool we have with parents. Every class will post CHAMPS posters for classroom rituals and routines. Students will be taught to adhere to these expectations school-wide. Common areas will post CHAMP expectations (hallways, cafeteria, dismissal zones). Daily conduct grades are awarded.

Level I Minor Offenses are handled in accordance with the DCPS Code of Conduct pages 10-12.

Interventions, Strategies and Responses to decrease learning Interruptions:

- a. Provide positive practice/modeling behavior
- b. Give a gentle verbal reprimand
- c. Use proximity corrections
- d. Used planned ignoring
- e. Keep a record of behavior
- f. Withhold a privilege
- g. Assigned time owed from recess
- h. Time out in another classroom
- i. Fill out behavior form or behavior
- j. Have students walk with you or move their seat
- k. Contact parent (phone, email, note home)
- l. Lower Citizenship Grade in Planners, folders and report card
- m. Check CHAMPS book and Teacher's Encyclopedia of Behavior Management. 100 Problems 500 Plans located in the Media Center for alternate strategies to help socialize our students.

Actions Taken by Referring Adult:

Use a "one-liner" (ex. "That is not OK. Keep your hands to yourself.")

Instructional/Verbal Correction

State that you will follow up

Parental Contact

Have student demonstrate or practice the rule

Restrict activity (time out for recess)

Time out in class or another classroom

Restitution

Planned Ignoring

Close Proximity

## Other

Level II Intermediate Offenses are handled in accordance with the DCPS Code of Conduct pages 13 - 19.

The following actions may most likely occur during a visitation to the office with an administrator or designee... however, the severity and repetition of the referral will mandate the appropriate action taken.

\*Counseling/Warning/Parent contacted and/or in school detention or time away from class.

\*Restorative Justice.

\*Loss of recess or lunch with class privilege or in school detention or before/after school detention.

Parent written acknowledgement of school-wide discipline plan.

\*Mandatory parent conference with teacher/administrator and in-school suspension for up to 3-5 days.

\*In-school suspension for a day or more. Behavior Modification Plan written with parent/teacher and administrator. Please Note: In-school suspension is having the child assigned to another classroom or teacher during the day.

\*SOS program.

\*Out of school suspension/After School Suspension with Principal. Parent/ guardian may be requested to sit in class with student for at least one day upon return from out of school suspension for 1-5 days.

\*Mandatory parent conference with teacher/ administrator. Out of school suspension for 3-10 days.

CLASS III Major Offenses are handled in accordance with the DCPS Code of Conduct pages 20 - 23.

Level IV Zero Tolerance Offenses are handled in accordance with the DCPS Code of Conduct pages 24 -

SAFETY RULES FOR OUTDOOR PHYSICAL ACTIVITY or 30 minutes of daily organized physical activity . Teachers must be visible to children on the playground. They must position themselves around the playground, circulate and scan. Teachers must avoid standing or sitting.

- Children may not wear backpacks while playing on equipment.
- Students should leave objects such as pencils, pens, and markers in the classroom.
- Shoelaces should be tied at all times.
- Equipment should be used only for the purpose it was designed. Students may not stand up in swings to swing. Students must be accompanied by adult at all times while a swing is in motion; they may not run in front or in back of the swings.
- Children should be encouraged to play actively without pushing, shoving, punching, pulling, or hitting other children.
- Jump ropes may be used only for jumping, and not for playing tug-of-war and other games; they should not be taken on other equipment.
- Do not throw rocks, dirt, sand or anything that may hurt others.
- Children shouldn't retrieve balls that are off the playground without permission from an adult.
- Children may not climb trees or fences.
- Children must stay away from dangerous areas, such as drains, trash receptacles, streams, ditches and electric areas.
- Contact touch sports are permitted, NO "tackle" anything. Tag should be played with two hands on a shoulder.
- Once on the playground, children may not re-enter the building except when directed to do so by a teacher.

## PLAYGROUND RULES

Classes will adhere to assigned physical activity times to avoid overcrowding of playground areas and prevent unsafe interactions.

1. Walk to the playground with your teacher and wait for directions.
2. Stay in areas where your teacher can see you at all times.
3. Use all equipment properly.
4. Participate in activities safely.
5. If someone gets hurt or sick, go and tell the closest teacher immediately.

6. Go/Come immediately to your teacher when called.
7. Enter outdoor classroom area only when accompanied by the teacher.
8. NO games shall involve tackling one another.
9. Use positive problem solving techniques.

#### RULES FOR THE HALLWAYS

1. Students will walk silently on the right hand side of the hall the third tile from the wall.
2. All students will wait quietly seated outside their classroom each morning. Students will read/study until their teacher greets them at 8:20 a.m. for breakfast.
3. Students will be supervised and silent while utilizing the hallway restrooms.
4. All students must have a hall pass and K-2 students a buddy when leaving the classroom.

#### CAFETERIA BEHAVIOR PLAN

##### CAFETERIA DINING ROOM RULES:

1. Classes enter from main lobby doors and stay to the right on entering. Stop at blue line and await your turn to proceed.
2. Use Champs Level 0 while in line
3. Wait in line quietly, keeping your hands to yourself
4. Be courteous to others
5. Using Champs Level 1 while sitting at your table
6. Talk quietly to others next to or across from your seat
7. Raise your hand for help
8. Remain seated unless dismissed
9. Keep area around you clean
10. Wait for your class to be dismissed. Exit from side doors or main aisle to the right.

##### MONITORING SYSTEM – Class room graphs

Each day classes will begin on the blank slot. Students can earn a trophy (green), a yellow, or a red Indian to post in their classroom.

##### REWARDS and CONSEQUENCES

- 1st nine weeks all grades K – 5 10 trophies = Pop Party
- 2nd nine weeks K 10 trophies = Pop Party
- 2nd nine weeks 1 – 5 15 trophies = Pop Party
- 3rd nine weeks K 15 trophies = Pop Party
- 3rd nine weeks 1 – 5 20 trophies = Pop Party
- 4th nine weeks K 15 trophies = Pop Party
- 4th nine weeks 1 – 5 25 trophies = Pop Party

Classes who receive a red will have the red Indian posted: if the class receives a second red they will lose all of the green Indians and start over.

Classes receiving green Indians will be announced every afternoon during the afternoon announcements. Pop party prizes will be distributed by the designated paraprofessional. Indians will be posted on the cafeteria wall (wall chart) for all to see by the person responsible for monitoring the table.

- 1st 9 weeks Pop Party: Freezer Pops
- 2nd 9 weeks Pop Party: Tootsie Pops suckers
- 3rd 9 weeks Pop Party: Popcorn
- 4th 9 weeks Pop Party: Freezer Pops

\*\*The top class in each grade level will receive an end of the year Pop-ular Pizza Party.\*\*

##### CAFETERIA DINING ROOM PROCEDURES:

\*Adult monitors will appoint two helpers for cafeteria clean up each day for KG-5 to wipe down table and help clean up.

\*Students are required by state and federal funding laws to show a meal card at each meal for funding purposes. Teachers are responsible for keeping up with student ID meal cards for students (the ring). When accompanying students to lunch, make sure all students are lined up in alphabetical order according to the cards.

\*Teachers will review rules prior to proceeding to the cafeteria each day especially if class did not receive a trophy yesterday.

\*Adult cafeteria monitors will direct students to begin clean-up five minutes prior to the end of the lunch period.

\*Teachers will adhere to the time schedule to ensure a smooth operation of the lunch period time for all classes.

\* Parents are invited to eat lunch with their student(s) if they have been cleared to volunteer.

\*Teachers will walk their class to the door of the serving line each day.

#### CONSEQUENCES:

\*Verbal warning.

\*Removal to the end of the table or another table with the lunch tray.

\*Removal to the designated time out lunch area.

\*Cafeteria on Silence.

\*Students committing Level II, III or IV offenses will be sent to the office for an administrator.

#### Adult Cafeteria Monitor Responsibilities:

Monitor students in the lunch line and at the tables

Enforce cafeteria rules

Utilize the behavior plan to reinforce the cafeteria rules.

Give each table receiving a green a trophy to take back to class.

Report daily green Indian recipients to the Principal or designee.

#### Teacher Responsibilities:

Support the adult cafeteria monitors by reminding students of the rules and administering appropriate consequences for misbehavior.

Ensure that the students arrive to the cafeteria on time

Notify the cafeteria manager when the class will not be eating lunch in the cafeteria

#### Parent Responsibilities:

While eating lunch with your child, you will be allowed to sit with your student at the table. Please help your child to remember that while at school the cafeteria rules still apply to them.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Mamie Agnes Jones Elementary is a proud recipient of the Community Eligibility Program (CEP). The CEP program allows all of our students to eat free breakfast and lunch. Each year, MAJ participates in vision screening and dental health screenings. We work to celebrate healthy and positive life choices with our "Red Ribbon Week" Themes sponsored by the ZIP committee. MAJ teaching staff mentors students who previously scored at a level 1 on the FCAT. Teachers and students create lasting bonds that transcend grade levels. Mrs. Montgomery has created an "I need to see the Counselor" form that allows students to request a conference with her to discuss issues or concerns that may arise. Mrs. Montgomery surveys MAJ teacher to plan grade level guidance lessons based on current need such as tattling, bullying, forming friendships, problem solving strategies, and career planning for 5th grade. Both administrators keep an open door policy. Students know that if they aren't available to leave a note requesting a conference so that administrators can make sure and see them as soon as they are free. Through the addition of the MAJ Leadership Academy, we are building critical thinkers, creative problem solvers, and a community of learners who recognize the value of team spirit.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

### **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The MAJ RtI Team members identify and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

The RtI team reviews many factors prior to deciding on what interventions would be most beneficial. One factor is attendance. Current data indicates that 81.4% or 311 students attend school on a daily basis and 18.5% or 71 students do not. Another factor is the number of suspensions (in/out of school). We have a total of 5 students who will need positive behavior interventions predominately in the intermediate grade. Two of the five are EBD and require support interventions. We also look at students that failed a core subject like Reading or Math. For the 2014-2015 school year, we have 5 kindergarten students who are repeating because they did not receive a passing grade in reading and math. In second grade, we have one student who failed math. He did not go to summer school for course recovery so he is retained. In third grade, we have one student who is retained because he received a one on the FCAT 2.0 reading and was unable to complete his portfolio successfully during summer school. A final factor that we consider is whether or not students have previously scored a 1 on a statewide, standardized test. Mamie Agnes Jones Elementary currently has eleven students in grade 4 that either received a one on the FCAT 2.0 Reading, Math , or both. In fifth grade, we have ten students who scored a level 1 on the FCAT 2.0 and thirteen students who scored a level 1 on the FCAT 2.0 for Reading.

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	16	15	10	10	8	71
One or more suspensions	0	0	0	0	2	3	5
Course failure in ELA or Math	5	0	1	1	0	0	7
Level 1 on statewide assessment	0	0	0	17	16	0	33

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level			Total
	K	4	5	
Students exhibiting two or more indicators	4	6	11	21

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Best teaching practices are planned and implemented for all students with a special focus on students who exhibit one or more of the early warning signs. During the initial weeks of school, students take several baseline test and diagnostics that allow classroom and ESE teacher to formulate differentiated grouping to support students based on individual data. School Counselor comprises a list of students who are repeaters or who have been previously identified and have Response to Intervention paperwork already started. Administrators publish list of students that are considered bottom quartile to help classroom teachers target students for intervention. Administrators

and classroom teachers meet to discuss the initial data and formulate a first quarter plan for student learning that includes scaffolding, peer tutoring, cooperative grouping experiences, and differentiated instruction.

During the first week of October, all students who fall into the bottom quartile for reading and math are assigned to a mentor. MAJ mentors are teachers who have previously had the child or school based staff who sign up to make a commitment to speak to the child daily and conference with them every two weeks about how the academics are progressing. Mentors are encouraged to look for leadership opportunities in our building that encourage the child's self confidence and foster a sense of pride.

A computer lab schedule has been designed for bi-monthly practice sessions on i-Ready reading and math. Teachers have between 4-6 computers in their classrooms for differentiated student center rotations. District based technology additions include Achieve 3000 and Write to Learn. Achieve 3000 will be included for intermediate grades in the computer lab schedule. Write to Learn will be predominately housed in the fifth grade ELA classroom.

Before or after school tutoring is initiated on a voluntary basis by individual teachers to meet the needs of students in their classrooms. From January to March, MAJ sponsors intensive, intermediate grade level tutoring for students who were pre-identified by scoring a Level 1 or 2 on the prior year's FCAT2.0 and who are still under-performing based on CGA data and teacher observations. The MAJ Extended Day Program supports school based educational efforts by offers tutoring and homework assistance to students whose parents enroll them in the after school care program.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

In order to build positive relationship with families, Mamie Agnes Jones Elementary works diligently to involve parents and community stakeholders. All community members are encouraged to join PTO, SAC, or help with school based events. MAJ uses phone messaging, newsletter/website and personal contacts to encourage parents and volunteers to become involved with the children in our school. Monthly SAC meetings provide updates on District and school related business as well as providing a collaborative structure for MAJ Administrators. The SAC committee reviews all school based data, discussed current SIP goals, and make any recommendations to Administrative leadership team. PTO activities and parent nights provide specific information, entertainment, as well as a social setting for parents to become better informed and more involved with their child(ren)'s education. This year we plan to host a Harvest Festival, a Leadership Project Day, a Math Night, a Literacy Night, and a Science Fair. We plan to have a quarterly PTO meeting tied to one of these events in order to increase parental attendance and awareness.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

During the summer months, the MAJ leadership team reviews needs that surfaced during the previous school year. We decide whether or not the need will surface again and if we can think of a current business or church partnership that help us to fulfill the the need. We determine whether a school based partnership could enhance the students experience. We communicate the need to the MAJ PTO board and the MAJ SAC to see if collectively we can think of a business in our area that would be willing to support the educational need. The MAJ SAC members and the MAJ PTO Board members then begin to solicit a partnership on behalf of the school. On occasions, teachers use crowd funding sites to fulfill classroom based needs or find the funds for class projects. We also communicate needs to our school community through call outs or school memos. Educational partners are invited to attend the school based event that they helped to sponsor as well as receive a personal note of gratitude from the Administration or classroom teacher/students.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Long, Angela	Principal
Almon, Marla	Assistant Principal
Montgomery, Patricia	Guidance Counselor
Bunker, Jill	Instructional Coach

**Duties**

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Mrs. Jordan (formerly Long) is the primary leader of Mamie Agnes Jones Elementary. She has integral ties to the community by having been a former MAJ student and grown up in the community. Mrs. Jordan's work ethic is to lead by example. She is positive, enthusiastic, and promotes and the policies/goals of the DCPS School Board. Mrs. Jordan maintains her hand on the pulse by posting herself in the school entry each day to speak with students, teachers, parents, and community members as they enter the building. Under her guidance, the Leadership team frequently analyzes stakeholder data (Gallup Poll results and Parent/students survey results) to look for ways to improve Mamie Agnes Jones Elementary. Mrs. Jordan works with the School Advisory Counsel (SAC) and the Parent Teacher Organization (PTO) board to define, strengthen, and articulate the enduring values, beliefs, and community history that gives Mamie Agnes Jones Elementary its unique identity as a "home town" school. She leads the collaborative development, implementation, and ongoing refinement of Mamie Agnes Jones Elementary plan for continuous improvement. Mrs. Jordan believes that members of the school community who are affected by school based decisions should have input into the decision-making process, so the MAJ Shared Decision Making Committee is a key factor in the goals and strategic planning at Mamie Agnes Jones Elementary. Mrs. Jordan frequently shares insight from her own teaching experiences when conferencing with staff members and enjoys modeling lessons in classrooms. She encourages teachers to stretch professionally by encouraging them to identify a challenge within their classroom and to utilize their Individual Professional Development Plan to research and implement strategies that help students grow academically and emotionally. Mrs. Jordan started the Indian Pay It Forward award to recognize teachers or staff members who go out of their way to help when they see a need. The Indian is passed on to a teacher or a staff member during early dismissal PD meeting by the presenter providing a brief description of



of why their recipient is deserving of the award.

Mrs. Jones actively supports Mamie Agnes Jones mission and vision statements by coordinating her leadership efforts. She works in collaboration with the MAJ Leadership team to develop and maintain an effective educational program. Mrs. Jones is encouraging, passionate, and promotes the policies and goals of the DCPS School Board. Mrs. Jones supports the collaborative development, implementation, and ongoing refinement of Mamie Agnes Jones Elementary plan for continuous improvement. She is a key transformation figure at MAJ who leads the design of our testing climate. She also leads or participates on SIP committees, SAC, PTO Board, and Shared Decision Making. Mrs. Jones designs professional development to facilitate teacher's content knowledge by focusing on teacher feedback forms and student academic growth needs. Mrs. Jones assist with coordinating transportation, custodial, cafeteria, and other school support staff to maintain the daily functioning of MAJ. On a daily basis, Mrs. Jones is in classrooms observing or supporting the educational efforts of MAJ teachers. She offers insightful feedback or willingly models lessons in classrooms. Mrs. Jones assists in leading the MAJ leadership team by explaining and interpreting school wide data to set instructional goals. She communicates these learning objectives to students, teachers, and parents through daily stakeholder conversations. Mrs. Jones has developed and implemented a successful cafeteria incentive rewards program for classes following school rituals and routines. She creates school wide incentives for growth and gains. Mrs. Jones models and maintains high standards of professionalism and leads by example.

Mrs. Montgomery assists the leadership team by working to develop a positive, caring school atmosphere. She coordinates with administrative efforts to assess school-wide needs, reviews students and school-wide data results, as supports student recognition programs. She surveys the teachers by grade level at the end of each month to plan her guidance lesson for the following month. As students begin to practice decision making, communication, life skills, and character values Mrs. Montgomery aids teachers in developing their student's self-concept by focusing her guidance lessons on a "hot" topic issue for that grade level (Bullying, Career Awareness, Character Education, Problem Solving Skills, and Multicultural Awareness). Mrs. Montgomery supports the MAJ mission and vision by facilitating goal setting and positive decision making conversations with K-5 students. She leads the RtI team by developing and reviewing academic plans and support services. Mrs. Montgomery focused her efforts to support students and parents in the educational setting by providing conflict resolution services, individual/family/school crisis intervention, individual and small group counseling services, and by referring families to community resources. She head the Intervention team by helping administration identify and provide interventions to our children's academic and personal/social needs. She is essential to helping to remove learning barriers and promoting a successful learning environment.

Mrs. Bunker is an effective instructional facilitator who provides school wide coaching at Mamie Agnes Jones Elementary through well planned professional envelopment, explicit lesson modeling, and collaboration with teachers and administration. Mrs. Bunker collaborates with Mrs. Jordan and Mrs. Jones regarding effective instructional practices that enhance the vision for school improvement at MAJ. She has worked to develop positive relationships with teachers through common goal setting conferences that focus on school wide data results and the school improvement plan. By offering support, feedback, and individualized professional learning based on non evaluative classroom observations, Mrs. Bunker systematically supports Professional Learning Communities. She attends district professional development, locates resources and materials that can be used to differentiate, and ensures that school improvement goals and interventions are implemented. Mrs. Bunker does whatever it takes to foster positive relationship within the school by mentoring students and providing incentives to increase student success.

Each day at MAJ provides new experiences and opportunities to creatively problem solve. By involving stakeholders, the Leadership Team can "model" the behaviors we wish to see repeated with students and colleagues. The knowledge, attitudes, and skills that MAJ students acquire in the areas of academic, personal and social development are the foundations for future success. By seeking to incorporate all stakeholders, there is an increased sense of empowerment and the potential to sustain our Leadership Academy long-term.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The Mamie Agnes Jones Elementary school leadership team works to align personnel and resources in order to meet the needs of all learners and to maximize student outcomes.

During post-planning, the administrators host a "reflection" session. This session allows the leadership team to see what is working and what needs to be realigned or adjusted to yield maximum results in our student population. Our textbook chairperson (Bright/Jones) inventories our existing curriculum's teacher and students editions and makes a plan for additional needs. the SAC committee meets for a final time to close out the school year and to designate funds for projects based on reflection or school based data results. Teachers place their classroom supply order in preparation for the upcoming year.

Once our school based data comes in administration invites faculty and staff to attend a voluntary data chat to analyze our data and refine our efforts for the upcoming school year. A list of bottom quartile students is created so that when tutoring funding become available we can send invitations. Staff moves and additional school needs are determined during this session. Intensive professional development is then designed for every early dismissal day by the Leadership Team while maintaining our school choice focus of developing our "Leadership Academy".

During pre-planning the Leadership Team reviews all school wide-data and begins the process of creating the school improvement plan. Currently, all Mamie Agnes Jones Elementary staff members are all working to complete a book study of The Seven Habits of Highly Effective People by Stephen Covey that coordinates with our school choice theme builds the capacity to develop student leaders at Mamie Agnes Jones Elementary. The SAC funds that were allocated to attend a Leadership conference in October were processed. Textbook Chairperson distributes TE's and student books to classrooms and makes the request for additional materials if necessary. Teacher supply order are distributed.

During Orientation and Open House, administrators convey mission and vision for upcoming school year. We invite parents to become active by volunteering, joining PTO, participating in SAC, or participating in school based events and activities.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Angela Jordan	Principal
Lloyd Gray	Business/Community
Rhonda Jones	Education Support Employee
Monet Brown	Parent
Guy Columbo	Business/Community
Patricia Raymer	Teacher
Verna Hunt	Business/Community
Amanda Pickett	Parent

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC committee completed reflection of last year's school improvement plan by describing the data results we saw on the FCAT 2.0: MAJ writing scores decreased, Math scores increased 12 points, six of the eight reporting categories improved from the year before, 9% proficiency increase in our African American population, past three years shows a drop in science scores, proficiency levels in math and reading went up. We discussed what was being worked on for the 2013-2014 school year: increase usage of technology (additional computer cart with 24 student laptops allowed us to create a second computer lab for intermediate grades), using technology for differentiation (i-ready reading purchased by PTO), increase student ownership through student conferencing and goal setting, explicit vocabulary instruction (12 powerful words - student understanding of test vocabulary). We discussed what did the data suggest for the upcoming year: science and writing needs to be a school wide focus, continue the explicit vocabulary instruction, increase technology usage for differentiation (i-ready reading and math), implement VLC's to provide professional development by content area for isolated teachers.

*Development of this school improvement plan*

SAC reviewed the 2013-14 Mamie Agnes Jones Elementary the FCAT 2.0 data presented by Angela L. Jordan, Principal. Discusses implications and development of current goals for 2014 allowing the SAC committee the opportunity to question or provide input towards the 2014 goals.

*Preparation of the school's annual budget and plan*

Duval County follows the Staff Allocation Plan, at the end of 2013-2014, Principal Jordan reviewed the expected changes to staffing based on the proposed 2014 budget. A review of the ESE service ratio allowed Principal Jordan to request and receive an additional ESE VE position at the start of the school year. At the time of the Initial SAC meeting for 2014-2015 no changes had occurred.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

\$200.00 dollars of SAC funds were allocated to sponsor an MAJ Math Night. Teachers created a parent make and take workshop. Parents and student came in together, they played several grade level appropriate math games and selected materials to create one or more of the math investigation games to play at home to increase student confidence and accelerate student academic success. \$400.00 dollars of SAC funds were allocated to sponsor the MAJ annual Reading Celebration. The funds were to used to purchase bounce houses for students who reached their reading goal for the 2013-2014 school year.

\$1,800 dollars of SAC funds were used to purchase 8 walkie-talkies for a school safety initiative recommended by Principal Jordan. Now all classrooms have a way communicate with the office while they are on the playground.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Long, Angela	Principal
Almon, Marla	Assistant Principal
Bunker, Jill	Instructional Coach
Hamm, Rosetta	Teacher, K-12
McIntyre, Alma	Teacher, PreK

## Duties

### ***Describe how the LLT promotes literacy within the school***

1. Coaching/modeling for teachers who have less than 3 years on that grade level or in that content area.

Leadership Team.

The Literacy Coach and Lead teachers will model lessons, plan with colleagues and provide professional development to support teachers with less than 3 years on that grade level or in that content area.

2. Data analysis by benchmarks to purposely form instructional groups for classroom differentiation . The principal/designee will schedule monthly meetings with the SIP Reading Committee and Literacy Leadership Team to address literacy concerns by identifying needs and problem-solving to improve literacy instruction and student achievement.

The principal/designee will monitor the implementation of the district curriculum and share data from classroom observations to help the leadership team identify next steps for teacher professional development. The principal/designee will lead the decision-making process to identify areas of need in reading and help to identify resources to meet those needs.

The principal/designee and the Literacy Leadership Team will analyze student data, develop the school's action plan to address students' instructional needs, develop the school-wide reading professional development plan, write the reading section of the school improvement plan, plan school-wide literacy events and schedule time for all teachers to visit the reading model classrooms.

3. Explicit vocabulary instruction professional development.

The Literacy Coach and Lead teachers will model lessons based on Marzano's six-steps to effective vocabulary instruction, PLC/VLC professional development and collaborative planning with colleagues.

Literacy Coach maintains a Frayer model "Leadership Words" focus bulletin board serve as a visual organizer that helps students understand key leadership words and concepts by providing student generated definitions, pictures, synonyms, antonyms, and student generated samples of how to use the leadership word in a sentence.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Mamie Agnes Jones Elementary has a family atmosphere that is carried over the teachers, students and parents to create strong community ties. MAJ has a sunshine committee that is dedicated to support and celebrations throughout life's many events (births, deaths, etc.). During pre-planning, teachers collaboratively created a definition of a learning community: Diverse people working toward common learning goals to support both the academic and affective growth and success of all learners. Our community agreement that lays out the way we do business here at Mamie Agnes Jones Elementary:

Support each other's learning, Be on time, Have fun, Listen for understanding, Participate, Be ready to learn, Be truthful, Be professional, Be fully present, Be responsible, Check your "tech" and your "tude". Teachers also participated the protocol Compass Point to develop an understanding of individual preferences when it came to group work. Based on our TNTP data results, 79% of teachers reported that the time they spent collaborating with colleagues was productive. Ms. Pafford is our equality representative and she quarterly plans activities to enhance the positive working relationships among the staff. Administration has started the Indian Bowling Pin award. This award is a way to pay it forward to other staff members words of thanks or encouragement.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Accepting resumes through the year even when fully staffed to create a pool of viable candidates.
2. Regular meetings of novice teachers with Principal and/or Professional Development Facilitator to communicate expectations and to proactively address building concerns.
3. Assign mentor teachers to novice/ new to the district teachers.
4. Soliciting referrals from district staff and administrative colleagues
5. Collaborative interviewing and selecting process

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Mentee: Michelle Eddy

Mentor Name: Bill Sweers

Rationale for Pairing: 14 yrs teaching Math (MI/Envision)with 88% 3 or higher FCAT Math. CET trained.

Mentee: Kaley Miller

Mentor Name: Vicki Wall

Rationale for Pairing: Mrs. Wall has 22 years of teaching experience, she is a former Literacy and Standards

Coach for America's Choice and is CET trained. FAIR data moved her inclusion class from 25% mastery at AP1 to 77% mastery on AP3.

Mentee: Mylinda Triplett

Mentor Name: Jill Bunker

Rationale for Pairing: Mrs. Bunker has 12 years of teaching experience. She successfully moved 67-70% of the middle school students assigned to her intensive reading class. Made positive gains 3 out of the last 4 years. First year as Literacy Coach at Mamie Agnes Jones Elementary.

Mentee: Brooke Pafford

Mentor Name: Jean Hall

Rationale for Pairing: Mrs. Hall has 32 years of teaching experience. On the 2012-2013 FCAT she had 78% of her 4th grade reading students make learning gains.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Mamie Agnes Jones Elementary ensures that its core instructional programs and materials are aligned to Florida's standards by studying and unpacking the standards and the content limits expected at various grade levels. MAJ teachers follow the District curriculum guides and utilize materials adopted or suggested by Duval County and implement them with fidelity. Faculty members

meet in Communities of Practice to unpack standards, design lessons that match content specs, and review student work to determine next steps. The Standards are the primary guide for the curriculum and all other pieces must align to the Standards.

### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Mamie Agnes Jones Elementary has regularly scheduled grade level and/or vertical team meetings during which teachers bring their current data, student work, and computers to reference Performance Matters information on each student. Students are Tiered I, II, or III. Within the Tier I category, there is differentiation between those independent learners at the top, who must be challenged; and the others who respond to Tier I instruction adequately, but need encouragement and reinforcement. Tier II students are those who need additional small-group instruction, either frequently or occasionally during rotations. Tier III students often participate in Tier II; however, they need extensive remediation to be successful. They are taught in groups of one to three outside of the basic lesson time. Classwork, homework, and assessments may be modified according to individual student needs. Students who have an identified learning need documented on an IEP may receive extended time, have a test read to them, or use manipulatives to develop their understanding and proficiency.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 5,000

Instruction in core academic subjects, enrichment activities during PLC days provided by MAJ resource teachers and daily Rtl that contribute to a well-rounded education. Many teachers provide before and after school tutoring in core academic subjects to reinforce content and clarify misunderstandings. The tutoring is offered as a Tier II or Tier III initiative for non ESE students.

#### ***Strategy Rationale***

Students who are struggling academically learn best when teachers can chunk the learning into smaller lessons. During tutoring sessions, teachers can work in small groups and provide the repetition that is necessary for student mastery.

#### ***Strategy Purpose(s)***

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

#### ***Person(s) responsible for monitoring implementation of the strategy***

Long, Angela, [planka@duvalschools.org](mailto:planka@duvalschools.org)

#### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Students sign in to each tutoring session. Teachers administer a pre and post assessments. They design next step lesson to address individual student weakness by analyzing current classroom data. Teachers also utilize technology to extend learning both at school and at home.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Current VPK students are expected to make 50% gains on the Oral Language/ Vocabulary, Mathematics, Phonological Awareness, and Print Knowledge categories of the VPK assessment. Students follow daily rituals and routines (how to enter the classroom, line-up, walk down the hallway, sit correctly on the carpet, handle materials, work and rotate through centers, etc.)

Academic expectations are rigorous. Instruction is given from the Little Treasures curriculum in Phonological Awareness, Print Awareness, Alphabet Recognition, Oral Language, Math, Science (Mon, Wed, and Fri), and Social Studies (Tues, and Thursday everyday. Students also participate in Writer's Workshop.

Students are exposed to and work with many types of technology. They work on the Imagine Learning software for 15 minutes each day. They also use educational apps on the i-Pads, as well as the interactive whiteboard several times a week with teacher guidance.

In small groups of 2 or 3, students rotate through four of a possible eight centers each day. Each center focuses on a lesson objective and meets a Florida Early Learning and Developmental Standard for four-year-old students. The small groups are data-driven, and based upon student ability and needs.

Last week of school, have VPK students participate in Kindergarten classrooms for the reading and math lessons.

### College and Career Readiness

#### ***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

Mamie Agnes Jones Elementary utilizes several high school volunteers throughout the year to assist in learning and school related events. The elementary children see the teenagers (who might be older siblings) as positive role models and talk to them about high school, and beyond. Teachers may have interns, either short, or long-term, who also promote college awareness. In the spring the guidance counselor conducts career awareness lessons and invites visitors from various lines of work to speak to children. Officer Friendly presentations are held during Red Ribbon week for K-2 to foster safety for students (walkers, bike riders, general safety tips). The Officer also works with the MAJ Safety Patrol to understand their role in ensure teh safe crossing of students during dismissal. The fire department has annual visit to MAJ to promote Fire Safety.

#### ***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

#### ***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

This year, our school theme is S.T.A.R.S (Students Taking Academic Responsibility Successfully) and S.T.R.I.P.E.S (Skills That Resourceful Indians Promote in Education and Service) focusing on Leadership using the book The Leader in Me written by Stephen Covey combined with The 7 Habits of Happy Kids written by Sean Covey. The MAJ Leadership Academy will emphasize developing leadership in our students. We believe that building cooperative relationships and nurturing responsibility, kindness and good judgment is the basis for creating a successful community of learners. Our focus will be developing the WHOLE child – socially, emotionally, academically and ethically. The MAJ Leadership Academy will be based on the principles of Dr. Stephen R. Covey ,

internationally renowned consultant and author of *The Leader in Me*, *The 7 Habits of Highly Effective People* and *First Things First*.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Our goal is to embed leadership habits into the school's culture and guide students, faculty and staff into building a leadership model. Community members and families will be given the opportunity through open house and various academic family nights to learn about and incorporate leadership principles at home. Throughout the school year, students will identify and set their own personal academic goals. Our children will track their progress and growth over the course of the school year. Students will also learn social etiquette; develop communication and presentation skills through student-led programming including a daily news broadcast, school-wide assemblies, community service projects, and student council.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning.
- G2.** Increase the percentage of proficiency through the use of differentiation strategies.
- G3.** Increase writing proficiency in all grade levels across disciplines.
- G4.** Increase explicit vocabulary instruction to develop academic vocabulary in all classes.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning.** 1a

G049269

**Targets Supported** 1b

Indicator	Annual Target
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Level 1 - All Grades

**Resources Available to Support the Goal** 2

- 7 Habits of Highly Effective People by Stephen Covey
- 7 Habits of Happy Kids by Sean Covey
- Franklin Covey Resources

**Targeted Barriers to Achieving the Goal** 3

- Cost over the three years of becoming a "Lighthouse" school

**Plan to Monitor Progress Toward G1.** 8

Infuse leadership habits into daily classroom culture to increase student ownership of their learning.

**Person Responsible**

Angela Long

**Schedule**

Daily, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.

**G2. Increase the percentage of proficiency through the use of differentiation strategies.** 1a

G043174

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Math - All Students	66.0
FCAT 2.0 Science Proficiency	52.0

**Resources Available to Support the Goal** 2

- Continue to use a rigorous gradual release learning model (I do, we do, you do) K-5.
- Items Specifications for Language Arts Florida Standards and Mathematics Florida Standards and CPALMS resources
- DAR Trial Teaching Strategies (TTS) for K-5 and the decision making tree
- i-Ready Reading and Math (K-5)
- Achieve 3000 (3rd - 5th)
- Write to Learn (5th)
- Gizmos (2nd - 5th)

**Targeted Barriers to Achieving the Goal** 3

- Limited teacher knowledge of Language Arts Florida Standards and Mathematics Florida Standards
- Limited time for teacher collaboration and student work analysis
- Centers (scheduling and rotation rituals and routines)

**Plan to Monitor Progress Toward G2.** 8

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades K-5.

**Person Responsible**

Angela Long

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

**Evidence of Completion**

Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.

**Plan to Monitor Progress Toward G2. 8**

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades K-5.

**Person Responsible**

Marla Almon

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

***Evidence of Completion***

Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.

**G3. Increase writing proficiency in all grade levels across disciplines. 1a**

G043175

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	71.0

**Resources Available to Support the Goal 2**

- Lucy Calkins, A Guide to the Common Core Writing Workshop Kits K-5
- Open Response Questions

**Targeted Barriers to Achieving the Goal 3**

- Lack of student writing experiences in core subject areas beyond the writing block.

**Plan to Monitor Progress Toward G3. 8**

Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.

**Person Responsible**

Angela Long

**Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**Evidence of Completion**

Lesson plan, student work samples, conferencing, interactive journal, performance tasks with rubrics, stages of writing process visible in classroom.

**Plan to Monitor Progress Toward G3. 8**

Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.

**Person Responsible**

Marla Almon

**Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**Evidence of Completion**

Lesson plan, student work samples, conferencing, interactive journal, performance tasks with rubrics, stages of writing process visible in classroom.

**G4. Increase explicit vocabulary instruction to develop academic vocabulary in all classes. 1a**

G043177

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	71.0
FCAT 2.0 Science Proficiency	52.0

**Resources Available to Support the Goal 2**

- On site Professional Development during early dismissals and/or PLC's/ VLC's on Marzano's six step process for teaching academic vocabulary.

**Targeted Barriers to Achieving the Goal 3**

- Time for collaboration

**Plan to Monitor Progress Toward G4. 8**

Increase explicit vocabulary instruction to develop academic vocabulary in all classes.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Teacher lesson plans, CAST observations, weekly news broadcasts, progress monitoring of student growth through CGA's, teacher made quizzes, interactive journal responses include academic vocabulary

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning. **1**

 G049269

**G1.B1** Cost over the three years of becoming a "Lighthouse" school **2**

 B123105

**G1.B1.S1** Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning through MAJ staff book study of The 7 Habits. **4**

 S135039

### Strategy Rationale

Pillars of Excellent Instruction-students are fully engaged and taking ownership of their learning.

### Action Step 1 **5**

Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning through a book study of The 7 Habits.

#### Person Responsible

Angela Long

#### Schedule

Biweekly, from 9/3/2014 to 6/5/2015

#### Evidence of Completion

Early dismissal training agendas, teacher PD journals and notebook

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Infuse leadership habits into daily classroom culture to increase student ownership of their learning.

**Person Responsible**

Jill Bunker

**Schedule**

Daily, from 9/3/2014 to 6/5/2015

***Evidence of Completion***

Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Infuse leadership habits into daily classroom culture to increase student ownership of their learning.

**Person Responsible**

Marla Almon

**Schedule**

Daily, from 8/11/2014 to 6/5/2015

***Evidence of Completion***

Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.



**G2.** Increase the percentage of proficiency through the use of differentiation strategies. 1

G043174

**G2.B1** Limited teacher knowledge of Language Arts Florida Standards and Mathematics Florida Standards

2

B105592

**G2.B1.S1** Review, Discuss, and Unpack the expected grade level benchmark/standards in grades K-5 in PLC's or VLC's. 4

S116870

### Strategy Rationale

Pillars of Excellent Instruction - working on appropriately rigorous content that prepares them for success in college and the workplace.

### Action Step 1 5

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

#### Person Responsible

Angela Long

#### Schedule

Monthly, from 9/3/2014 to 5/27/2015

#### Evidence of Completion

Grade level minutes and data reflections, Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

#### Person Responsible

Angela Long

#### Schedule

Monthly, from 9/3/2014 to 5/27/2015

#### Evidence of Completion

Lesson plans and data reflections, Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

**Person Responsible**

Marla Almon

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

**Evidence of Completion**

Lesson plans and data reflections, Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

**Person Responsible**

Jill Bunker

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

**Evidence of Completion**

Lesson plans and data reflections, Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

**Person Responsible**

Angela Long

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

**Evidence of Completion**

Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

**Person Responsible**

Marla Almon


**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

**Evidence of Completion**

Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/or Write to Learn.

**G2.B1.S2** Rigorous gradual release model expectations (I do, we do, you do). 4

 S116871

**Strategy Rationale**

Pillars of Excellent Instruction - working on appropriately rigorous content that prepares them for success in college and the workplace.

**Action Step 1** 5

Demonstrate expected learning models (I do, we do, you do and gradual release).

**Person Responsible**

Jill Bunker

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Model classrooms with lead teachers, CAST observations, teacher lesson plans, request for coaches to model, and/or to observe effective models at other schools.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Teachers implement rigorous gradual release model (I do, we do, you do).

**Person Responsible**

Marla Almon

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

CAST observations, teacher lesson plans, and student performance

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Teachers implement rigorous gradual release model (I do, we do, you do).

**Person Responsible**

Angela Long

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

CAST observations, teacher lesson plans, and student performance

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Teachers implement rigorous gradual release model (I do, we do, you do).

**Person Responsible**

Marla Almon

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

CAST observations, teacher lesson plans, and student performance

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Teachers implement rigorous gradual release model (I do, we do, you do).

**Person Responsible**

Angela Long

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

CAST observations, teacher lesson plans, and student performance

**G2.B1.S3** Provide Professional Development on differentiated center rotations and set up 4

 S133234

**Strategy Rationale**

Pillars of Excellent Instruction - working on appropriately rigorous content that prepares them for success in college and the workplace and students taking ownership of their learning.

**Action Step 1** 5

Provide Professional Development on differentiated center rotations and set up.

**Person Responsible**

Jill Bunker

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

**Evidence of Completion**

I-ready class reports (diagnostic and intervention screener results), Achieve 3000 level setting

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Center rotation student reports from i-Ready, Achieve 3000, DAR, and Write to Learn

**Person Responsible**

Jill Bunker

**Schedule**

Biweekly, from 10/1/2014 to 5/27/2015

***Evidence of Completion***

Leadership team will monitor classroom progress from various reports.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Center rotation student reports from i-Ready, Achieve 3000, DAR, and Write to Learn

**Person Responsible**

Marla Almon

**Schedule**

Biweekly, from 10/1/2014 to 5/27/2015

***Evidence of Completion***

Leadership team will monitor classroom progress from various reports and teacher data chat conferences.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Center rotation student reports from i-Ready, Achieve 3000, DAR, and Write to Learn

**Person Responsible**

Angela Long


**Schedule**

Biweekly, from 10/1/2014 to 5/27/2015


***Evidence of Completion***

Leadership team will monitor classroom progress from various reports and teacher data chat conferences.

**G2.B2 Limited time for teacher collaboration and student work analysis** 2

 B105593

**G2.B2.S1** Implement grade level and vertical PLCs to analyze student data through the use of student work protocols to make informed decisions about next steps while addressing learning needs of class, small groups, and individual students. 4

 S133157

**Strategy Rationale**

Pillars of Excellent Instruction - students are working on appropriately rigorous content that prepares them for success in college and the workplace.

**Action Step 1** 5

Implement grade level and vertical PLCs to analyze student data through the use of student work protocols to make informed decisions about next steps while addressing learning needs of class, small groups, and individual students.

**Person Responsible**

Angela Long

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

**Evidence of Completion**

PLC/VLC agenda and data analysis notes

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Grade level PLC's and VLCs to analyze student data through the use of student work protocols.

**Person Responsible**

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

**Evidence of Completion**

PLC/VLC agenda and data analysis notes

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Grade level PLC's and VLCs to analyze student data through the use of student work protocols.

**Person Responsible**


**Schedule**

Monthly, from 9/3/2014 to 5/27/2015


**Evidence of Completion**

Student academic growth on CGA's and i-ready Reading and Math


**G3. Increase writing proficiency in all grade levels across disciplines. 1**

 G043175

**G3.B1 Lack of student writing experiences in core subject areas beyond the writing block. 2**

 B105595

**G3.B1.S1** Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers. 4

 S116875

**Strategy Rationale**

Pillars of Excellent Instruction-students are fully engaged in the work of the lesson, working on appropriately rigorous content that prepares them for success in college and the workplace, taking ownership of their learning, and demonstrating understanding.

**Action Step 1 5**

Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.

**Person Responsible**

Jill Bunker

**Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**Evidence of Completion**

Student dialogue, turn and talk, group discussion responses, oral presentations, interactive journals and a discussion rubric.



**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.

**Person Responsible**

Marla Almon

**Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**Evidence of Completion**

Lesson plans, PLC/VLC conversations and analysis of student work

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.

**Person Responsible**

Angela Long

**Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**Evidence of Completion**

Lesson plans, PLC/VLC conversations and analysis of student work

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Teacher utilizing writing strategies from Lucy Calkins Units of Study.

**Person Responsible**

Marla Almon

**Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**Evidence of Completion**

Student work samples, conferencing, interactive journal, performance tasks with rubrics, stages of writing process visible in classroom.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Teacher utilizing writing strategies from Lucy Calkins Units of Study.

**Person Responsible**

Angela Long

**Schedule**

Monthly, from 9/17/2014 to 5/27/2015

**Evidence of Completion**

Student work samples, conferencing, interactive journal, performance tasks with rubrics, stages of writing process visible in classroom.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Long, Angela	9/3/2014	Grade level minutes and data reflections, Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.	5/27/2015 monthly
G2.B1.S2.A1	Demonstrate expected learning models (I do, we do, you do and gradual release).	Bunker, Jill	8/18/2014	Model classrooms with lead teachers, CAST observations, teacher lesson plans, request for coaches to model, and/or to observe effective models at other schools.	6/5/2015 weekly
G3.B1.S1.A1	Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.	Bunker, Jill	9/17/2014	Student dialogue, turn and talk, group discussion responses, oral presentations, interactive journals and a discussion rubric.	5/27/2015 monthly
G2.B2.S1.A1	Implement grade level and vertical PLCs to analyze student data through the use of student work protocols to make informed decisions about next steps while addressing learning needs of class, small groups, and individual students.	Long, Angela	9/3/2014	PLC/VLC agenda and data analysis notes	5/27/2015 monthly
G2.B1.S3.A1	Provide Professional Development on differentiated center rotations and set up.	Bunker, Jill	9/3/2014	I-ready class reports (diagnostic and intervention screener results), Achieve 3000 level setting	5/27/2015 monthly
G1.B1.S1.A1	Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning through a book study of The 7 Habits.	Long, Angela	9/3/2014	Early dismissal training agendas, teacher PD journals and notebook	6/5/2015 biweekly
G1.MA1	Infuse leadership habits into daily classroom culture to increase student ownership of their learning.	Long, Angela	8/11/2014	Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.	6/5/2015 daily

**Duval - 2361 - Mamie Agnes Jones Elementary School - 2014-15 SIP**  
*Mamie Agnes Jones Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Infuse leadership habits into daily classroom culture to increase student ownership of their learning.	Almon, Marla	8/11/2014	Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.	6/5/2015 daily
G1.B1.S1.MA1	Infuse leadership habits into daily classroom culture to increase student ownership of their learning.	Bunker, Jill	9/3/2014	Leadership lessons being taught in classrooms, daily leadership conversations, student leadership roles, student goal setting sheets.	6/5/2015 daily
G2.MA1	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades K-5.	Long, Angela	9/3/2014	Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.	5/27/2015 monthly
G2.MA2	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades K-5.	Almon, Marla	9/3/2014	Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.	5/27/2015 monthly
G2.B1.S1.MA1	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Long, Angela	9/3/2014	Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.	5/27/2015 monthly
G2.B1.S1.MA5	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Almon, Marla	9/3/2014	Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.	5/27/2015 monthly
G2.B1.S1.MA1	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Long, Angela	9/3/2014	Lesson plans and data reflections, Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.	5/27/2015 monthly
G2.B1.S1.MA3	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Almon, Marla	9/3/2014	Lesson plans and data reflections, Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.	5/27/2015 monthly
G2.B1.S1.MA4	Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.	Bunker, Jill	9/3/2014	Lesson plans and data reflections, Student Academic growth on CGA's, i-ready Reading and Math, DAR, Achieve 3000, and/ or Write to Learn.	5/27/2015 monthly
G2.B2.S1.MA1	Grade level PLC's and VLCs to analyze student data through the use of student work protocols.		9/3/2014	Student academic growth on CGA's and i-ready Reading and Math	5/27/2015 monthly
G2.B2.S1.MA1	Grade level PLC's and VLCs to analyze student data through the use of student work protocols.		9/3/2014	PLC/VLC agenda and data analysis notes	5/27/2015 monthly
G2.B1.S2.MA1	Teachers implement rigorous gradual release model (I do, we do, you do).	Almon, Marla	8/18/2014	CAST observations, teacher lesson plans, and student performance	6/5/2015 daily
G2.B1.S2.MA4	Teachers implement rigorous gradual release model (I do, we do, you do).	Long, Angela	8/18/2014	CAST observations, teacher lesson plans, and student performance	6/5/2015 daily
G2.B1.S2.MA1	Teachers implement rigorous gradual release model (I do, we do, you do).	Almon, Marla	8/18/2014	CAST observations, teacher lesson plans, and student performance	6/5/2015 daily
G2.B1.S2.MA3	Teachers implement rigorous gradual release model (I do, we do, you do).	Long, Angela	8/18/2014	CAST observations, teacher lesson plans, and student performance	6/5/2015 daily
G2.B1.S3.MA1	Center rotation student reports from i-Ready, Achieve 3000, DAR, and Write to Learn	Almon, Marla	10/1/2014	Leadership team will monitor classroom progress from various reports and teacher data chat conferences.	5/27/2015 biweekly
G2.B1.S3.MA3	Center rotation student reports from i-Ready, Achieve 3000, DAR, and Write to Learn	Long, Angela	10/1/2014	Leadership team will monitor classroom progress from various reports and teacher data chat conferences.	5/27/2015 biweekly
G2.B1.S3.MA1	Center rotation student reports from i-Ready, Achieve 3000, DAR, and Write to Learn	Bunker, Jill	10/1/2014	Leadership team will monitor classroom progress from various reports.	5/27/2015 biweekly
G3.MA1	Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.	Long, Angela	9/17/2014	Lesson plan, student work samples, conferencing, interactive journal, performance tasks with rubrics, stages of writing process visible in classroom.	5/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA2	Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.	Almon, Marla	9/17/2014	Lesson plan, student work samples, conferencing, interactive journal, performance tasks with rubrics, stages of writing process visible in classroom.	5/27/2015 monthly
G3.B1.S1.MA1	Teacher utilizing writing strategies from Lucy Calkins Units of Study.	Almon, Marla	9/17/2014	Student work samples, conferencing, interactive journal, performance tasks with rubrics, stages of writing process visible in classroom.	5/27/2015 monthly
G3.B1.S1.MA4	Teacher utilizing writing strategies from Lucy Calkins Units of Study.	Long, Angela	9/17/2014	Student work samples, conferencing, interactive journal, performance tasks with rubrics, stages of writing process visible in classroom.	5/27/2015 monthly
G3.B1.S1.MA1	Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.	Almon, Marla	9/17/2014	Lesson plans, PLC/VLC conversations and analysis of student work	5/27/2015 monthly
G3.B1.S1.MA3	Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.	Long, Angela	9/17/2014	Lesson plans, PLC/VLC conversations and analysis of student work	5/27/2015 monthly
G4.MA1	Increase explicit vocabulary instruction to develop academic vocabulary in all classes.		Teacher lesson plans, CAST observations, weekly news broadcasts, progress monitoring of student growth through CGA's, teacher made quizzes, interactive journal responses include academic vocabulary	once	

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning.

**G1.B1** Cost over the three years of becoming a "Lighthouse" school

**G1.B1.S1** Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning through MAJ staff book study of The 7 Habits.

### PD Opportunity 1

Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning through a book study of The 7 Habits.

#### Facilitator

Jordan

#### Participants

MAJ Faculty and Staff

#### Schedule

Biweekly, from 9/3/2014 to 6/5/2015

**G2.** Increase the percentage of proficiency through the use of differentiation strategies.

**G2.B1** Limited teacher knowledge of Language Arts Florida Standards and Mathematics Florida Standards

**G2.B1.S1** Review, Discuss, and Unpack the expected grade level benchmark/standards in grades K-5 in PLC's or VLC's.

### PD Opportunity 1

Review, Discuss, and Unpack the expected grade level standards by nine weeks in grades grades K-5.

#### Facilitator

Various

#### Participants

All MAJ Faculty and Support Staff

#### Schedule

Monthly, from 9/3/2014 to 5/27/2015

**G2.B1.S2** Rigorous gradual release model expectations (I do, we do, you do).

**PD Opportunity 1**

Demonstrate expected learning models (I do, we do, you do and gradual release).

**Facilitator**

MAJ Coaches and various District Coaches

**Participants**

MAJ Faculty and Staff

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**G2.B1.S3** Provide Professional Development on differentiated center rotations and set up

**PD Opportunity 1**

Provide Professional Development on differentiated center rotations and set up.

**Facilitator**

Jones and Bunker

**Participants**

MAJ teachers

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

## G2.B2 Limited time for teacher collaboration and student work analysis

**G2.B2.S1** Implement grade level and vertical PLCs to analyze student data through the use of student work protocols to make informed decisions about next steps while addressing learning needs of class, small groups, and individual students.

### PD Opportunity 1

Implement grade level and vertical PLCs to analyze student data through the use of student work protocols to make informed decisions about next steps while addressing learning needs of class, small groups, and individual students.

#### Facilitator

Jordan, Jones, Bunker

#### Participants

MAJ teachers

#### Schedule

Monthly, from 9/3/2014 to 5/27/2015

## G3. Increase writing proficiency in all grade levels across disciplines.

**G3.B1** Lack of student writing experiences in core subject areas beyond the writing block.

**G3.B1.S1** Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.

### PD Opportunity 1

Implement Lucy Calkins Units of Study as a Coaching Cycle for K-2 and 3-5 ELA teachers. Utilize selected instructional materials for grades 3-5 Science and Math teachers.

#### Facilitator

Jordan, Jones, Bunker

#### Participants

MAJ teachers

#### Schedule

Monthly, from 9/17/2014 to 5/27/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*



## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning.	3,000
<b>Goal 3:</b> Increase writing proficiency in all grade levels across disciplines.	1,000
<b>Grand Total</b>	<b>4,000</b>

### Goal 1: Embed leadership habits into the school's culture to build a leadership model that increases student ownership of their learning.

Description	Source	Total
<b>B1.S1.A1</b> - SAC Funds - Leadership Conferences Franklin Covey Representative consultation	Other	3,000
<b>Total Goal 1</b>		<b>3,000</b>

### Goal 3: Increase writing proficiency in all grade levels across disciplines.

Description	Source	Total
<b>B1.S1.A1</b> - Purchase more Units of Study kits	School Improvement Funds	1,000
<b>Total Goal 3</b>		<b>1,000</b>